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ABSTRACT

A survey of the 1970 class of Shippensburg State College in 1974 identified four distinct groups from the 530 survey respondents: (1) students currently in the senior year and graduating on time; (2) students who finished college in less than the usual four years; (3) students who voluntarily withdrew from college with satisfactory average grades of "C" or better; and (4) students who withdrew from college because of unsatisfactory grades. The question asked is whether there are any distinct differences between the four identified student subgroups in their responses to items contained in the "Socio-Economic Survey," which focuses upon changes in student opinions, attitudes, and personality characteristics. Each table is presented with a brief discussion. An attempt is made to indicate where students are in 1974, not where they have been. (KE)

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CENTENNIAL CLASS SURVEY REPORT

SELECTED CHARACTERISTICS OF "EARLY COMPLETING", "COMPLETING", AND "NON-COMPLETING" COLLEGE STUDENTS

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December 9, 1975

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CENTENNIAL CLASS SURVEY REPORT

Selected Characteristics of "Early Completing", "Completing", and "Non-Completing" College Students[1]

I. BACKGROUND

This investigation is an outgrowth of the Four-Year Longitudinal Study of the Centennial Year Class of Shippensburg State College that matriculated in September, 1970, and graduated in May, 1974. A detailed description of the methodology and findings of this investigation, entitled "The Centennial Class Survey," is found in a series of seven previously distributed reports.[2] The testing instruments used in these studies, the Socio-Economic Survey and the Runner Study of Attitude Patterns, focused upon changes in student opinions, attitudes, and personality characteristics. As a result of student classification questions included in the senior year re-test, four distinct student sub-groups were drawn from the 530 survey respondents.

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[1]The author wishes to gratefully acknowledge the technical assistance of Ms. Cindy Showe, graduate assistant in the Psychology Department, in the organization of the data for this report.

[2]See bibliography on last page.

Group one was composed of students who were currently in the senior year and graduating on time. Group two consisted of all students who reported they had finished college in less than the usual four years. Group three were students who said they voluntarily withdrew from college with satisfactory grades of "C" average or better.[3] Group four was comprised of respondents stating they withdrew from college because of unsatisfactory grades.

Survey responses were obtained for the senior year re-test by mailing over 900 questionnaires to all identifiable members of the original freshman class of 1970. The overall return rate was 60 percent, which is quite acceptable for surveys of this nature. The return rate from graduating seniors approached 70 percent. Sub-analysis of the data conducted for the senior year studies support the conclusion that an adequate sample of the original class was obtained.[4] In the four sub-groups examined for this study, adequate sampling was obtained for all but the fourth group described above. For the purposes of this report, implications drawn from the 22 students reporting they withdrew with unsatisfactory grades should be regrouped as suggestive and not conclusive.

II. PURPOSE OF STUDY

The principle question for this inquiry is whether there are any distinct differences between the four identified student sub-groups in their responses to items contained in the Socio-Economic Survey.

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[3] The importance of isolating this particular student sub-group in undergraduate logitudinal studies was suggested in an article by C. Johansson and J. Rossman, "Persistence at a Liberal Arts College," Journal of Counseling Psychology, 1973, Vol. 20, No. 1, pp. 1-9.

[4] See report no. 6, CCS series, pp. 3-5.

III. RESULTS

For purposes of simplicity in the following charts, these abbreviations were adopted for the four previously described sub-groups:

Group One	=	"Sr."	- Seniors graduating "on time"
Group Two	=	"<4"	- Students who finished in less than four years
Group Three	=	"W>C"	- Students who voluntarily withdrew with a "C" average or better
Group Four	=	"W<C"	- Students who withdrew because of unsatisfactory grades

For comparative analysis, Group one, graduating "on time" seniors, will be used as the base line average against which the other sub-group responses will be compared.

A. Socio-Economic Background

1. Sex Distribution

Table 1

	1. Sr. %	2. < 4 %	3. W>C %	4. W<C %
Male	37.2 (109)	21.7 (23)	37.3 (41)	68.2 (15)
Female	62.8 (184)	78.3 (83)	61.8 (68)	31.8 (7)

Observations:

The sex distributions were almost identical for group one seniors and group three. Females predominate in the "early completers" of group three. The only male dominated sub-group is the fourth one composed of those withdrawing because of unsatisfactory grades. The greater likelihood of male attrition from the Centennial class was documented in many of the previous studies.[5] The high male percentage in group four is also supported by the fact that the sex composition of the original freshman class was 55 percent female and 44 percent male. It seems reasonable to expect that the sample of students withdrawing because of deficient grades would tend to have more males.

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[5] See report no. 2, CCS series, p. 26.

2. School of Study Table 2

	1. Sr.	2. < 4	3. W>C	4. W<C
Business Education	3.1	4.7	4.5	4.5
Elementary Education	37.2	53.8	24.5	13.6
Library Science	3.1	6.6	--	9.1
Public School Nursing	--	--	--	--
Secondary Education	24.6	17.9	19.1	13.6
Arts & Sciences	18.8	6.6	28.2	13.6
Business Administration	12.3	5.7	8.2	27.3
Counseling	0.3	0.9	0.9	--
Reading	--	1.9	0.9	--
No Classification	0.7	1.9	13.6	18.2

Observations:

In comparison to their expected frequency in group one, Elementary Education majors in group two were more likely to finish early. Liberal Arts majors showed the greatest likelihood in group three to withdraw with satisfactory grades. Group four, despite its limited sample size, suggests that Business Administration majors might be more prone to drop out with unsatisfactory grades.

The period between 1970 and 1975 has seen a decline of the number of entering majors in Elementary Education and an increasing enrollment in the areas of Liberal Arts and Business Administration. If these trends in enrollment and attrition patterns hold, their combined effect could lower the likely rate of completion of studies at Shippensburg State College for succeeding freshman classes. Fewer students may be completing early, while more might be transferring and dropping out with unsatisfactory grades.

3. Combined Parental Income Table 3

	1. Sr.	2. < 4	3. W>C	4. W<C
0 - 3,499	3.4	2.8	6.4	9.1
3,500 - 6,999	4.8	7.5	2.7	4.5
7,000 - 10,499	14.3	25.5	18.2	22.7
10,500 - 13,999	25.3	26.4	23.6	18.2
14,000 - 17,499	24.2	15.1	21.8	27.3
17,500 - 20,999	13.3	10.4	8.2	9.1
21,000 - 24,499	5.1	6.6	7.3	---
24,500 - 27,999	4.1	1.9	6.4	4.5
28,000 - 31,499	2.0	0.9	---	---
31,500 - or more	3.4	2.8	5.5	4.5

Observations:

The data in Table 3 produced the following median income estimates for the four sub-groups:

	(1) SR	(2) < 4	(3) W>C	(4) W<C
Median Annual Income	$14,229	$11,839	$12,904	$12,375

One factor explanations of obtained differences in results should be made cautiously. However, the rather pronounced differences in income levels between the sub-groups is quite thought provoking. The acceptability of the estimates seem supportable since over 90 percent of the respondents in each group felt they were making an estimate "fairly close" in accuracy. It could very well be that "early finishers" were spurred on by the lack of family funds to support four full residential years at school. By finishing their studies quickly, they could get into the job market and remove the strain from the family budget. In comparison to group one seniors, lack of financial resources might have been an important influence in the decision of those students in groups three and four not to complete their studies at Shippensburg.

4. Father's Education Table 4

	1. Sr.	2. < 4	3. W > C	4. W < C
Elementary Grades	5.8	18.9	9.1	18.2
High School Grades	21.8	19.8	23.6	27.3
High School Graduate	38.6	33.0	28.2	9.1
Attended College	12.3	8.5	16.4	---
College Graduate	9.6	9.4	10.9	4.5
Master's Degree or Equivalent	4.1	6.6	5.5	13.6
Doctorate Degree	2.7	---	0.9	---
Other School Beyond High School	5.1	3.8	6.4	27.3

Observations:

One feature of these results is that the group who reported the highest percentage of fathers who had attended college was group three, composed of students withdrawing from school with satisfactory average. More significantly, this higher level of father's education is more than an isolated instance for this group. Adding together the percentages of fathers attending or completing college, or nolding a Master's or Doctorate degree, provides the following totals for the first three sub-groups:

(1) Sr.	(2) < 4	(3) W > C
28.7%	24.5%	32.8%

Comments on these figures are combined with the next section's results.

5. Mother's Education Table 5

	1. Sr.	2. < 4	3. W > C	4. W < C
Elementary Grades	2.4	9.4	9.1	9.1
High School Grades	17.7	27.4	14.5	9.1
High School Graduate	54.3	43.4	49.1	5.0
Attended College	6.5	4.7	7.3	9.1
College Graduate	6.5	3.8	10.0	4.5
Master's Degree or Equivalent	2.0	3.8	---	---
Doctorate Degree	---	---	0.9	---
Other School Beyond High School	10.6	7.5	9.1	18.2

Observations:

Group three again showed the highest percentage of all groups with Mothers having attended or graduated from college. If Master's or Doctoral level attainment is added to these totals, the same three group comparison of the previous section is provided.

(1) Sr.	(2) < 4	(3) W > C
15.0%	12.3%	18.2%

These figures support the conclusion that group three's parents generally have higher levels of educational attainment than any other sub-group. Within group three itself, it should be noted that 37 percent of those responding reported they had transferred to a more suitable school. Another 35 percent reported they took a full-time job and postponed further education for the future.

These results seem to raise important issues for further discussion. Does high educational attainment of parents imply high caliber student potential for their children? Does this college lose a significant number of higher ability students through transfer to other schools? Why do second generation college students show some tendency to withdraw with no further educational plans? Focus upon these issues seem merited because of their obvious impact on student recruitment, enrollment, and retention.

6. College Board Scores Table 6

	2. Sr.	2. < 4	3. W > C	4. W < C
1400 or more	0.7	5.7	2.7	---
1300 - 1399	2.0	1.9	4.5	4.5
1200 - 1299	13.0	13.2	13.6	4.5
1100 - 1199	19.8	20.8	21.8	18.2
1000 - 1099	33.1	25.5	30.9	18.2
900 - 999	25.6	21.7	19.1	40.9
800 - 899	5.5	8.5	6.4	9.1
700 - 799	0.3	1.9	0.9	4.5
699 or less	---	0.9	---	---

Observations:

For all the sub-groups, except the fourth, the cell range of scores from 1000 - 1099 contains the average or median score. In comparison to group one, group three had greater percentages of scores above 1099, and less total percentages of scores below 1000. Group three shows a uniformly better level of performance on college board scores than the seniors graduating on time in group one. If college board scores are any indication of the academic caliber of incoming students, then students with higher than average potential withdrew from this institution during the four years of this study.

7. Geographical Area Where Raised Table 7

	1. Sr.	2. < 4	3. W > C	4. W < C
Large Urban	3.1	0.9	7.3	4.5
Moderately Large Urban	8.9	8.5	12.7	18.2
Suburban	22.5	17.0	20.9	13.6
Moderate Size City Town	17.4	19.8	22.7	18.2
Small City Town	21.5	17.9	24.5	27.3
Rural - Non-Farm	16.7	21.7	5.5	13.6
Farm	9.9	14.2	6.4	4.5

Observations:

A rather interesting and offsetting factor seems evident in these results. Group two (< 4) showed greater representation from the rural - non-farm and farm areas among their students. In contrast, group three (W > C) contained proportionately more students from the large urban or moderately large urban settings. Perhaps another factor in the withdrawal of these students was the abrupt unsettling change in milieu they experienced in switching from an urban to a more rural college environment.

8. High School G. P. A Estimate Table 8

	1. Sr.	2. < 4	3. W > C	4. W < C
3.5 - 4.00 [A]	24.2	29.2	15.5	---
3.0 - 3.49 [B]	58.0	60.4	65.5	50.0
2.5 - 2.99 [C]	16.7	9.4	19.1	50.0
2.0 - 2.49 [D]	1.0	0.9	---	---
1.99 & below [failure]	---	---	---	---

9. High School Class Standing Table 9

	1. Sr.	2. < 4	3. W > C	4. W < C
Upper Fifth	62.5	67.9	43.6	18.2
Second Fifth	26.3	19.8	36.4	31.8
Third Fifth	6.8	5.7	11.8	40.9
Fourth Fifth	0.7	0.9	0.9	4.5
Lower Fifth	---	0.9	0.9	4.5
Don't know	3.8	4.7	6.4	---

Observations:

The combined data from the above two tables provides another perspective of the students found in group three (W > C). Previously, in comparison to the other three groups, group three was shown to have higher average levels of parents' education and college board scores. When actual high school performance is examined, however, students in group three were markedly below groups one (Sr.) and two (< 4). In high school grade point average, students in group three were more likely to report "C" and "B" averages. Similarly in class rank, group three students stated they were more frequently in the second and third fifths. Reports of "A" averages and upper fifth rankings for group three were far less frequent than the percentages reported in groups one and two.

The data so far suggest an intriguing fact about group three students' background. Although these students come from better educated parents, and show generally higher college board scores, their actual high school grades were comparatively low. There seems to be an obvious gap between these students'

potential and their performance. More light may be shed on this finding from the results of succeeding background questions and a future investigation of differences in personality variables between the four student sub-groups.

10. Changes in Home Residence Table 10

	1. Sr.	2. < 4	3. W > C	4. W < C
None	29.4	24.5	15.5	13.6
1 or 2	51.2	44.3	44.5	45.5
3 to 6	16.4	25.5	30.0	31.8
7 to 15	2.4	3.8	8.2	9.1
16 or over	0.7	1.9	1.8	---

Observations:

The two groups most likely to have moved 3 to 6 or 7 to 15 times were groups three (W > C) and four (W < C). These same two groups were least likely to report they had never experienced a move in their home residence. This obvious relationship between student withdrawal and home residence mobility is certainly suggestive and invites further investigation.

11. Father's Occupation Table 11

	1. Sr.	2. < 4	3. W > C	4. W < C
Professional or Semi-professional	24.6	11.3	21.8	13.6
Proprietor, Manager, or Official	15.0	18.9	19.1	18.2
Farmer or Farm Manager	4.8	7.5	6.4	---
Clerical, Office Worker, Sales Kindred	13.0	13.2	10.9	13.6
Craftsman, Foreman, Skilled Worker	23.5	26.4	23.6	31.8
Machine Operative, Semi-skilled Worker	13.3	10.4	10.9	---
Unskilled Labor	1.7	6.6	0.9	13.6
Other	4.1	5.7	6.4	9.1

Observations:

Pronounced sub-group differences in father's occupation are not apparent. There is some indication that group two (< 4) students are less likely to have

fathers in professional or semi-professional jobs. These same students tended to have fathers working in farming, unskilled jobs, and skilled craftsmen positions. Most of these early finishers of group two were previously seen to be Elementary Education majors (see above Table 2). Perhaps the desire to get a better paying job than their parents held, was another motivating factor for these group three students to finish early.

12. Parent Resembled in Temperament Table 12

	1. Sr.	2. < 4	3. W > C	4. W < C
Father	47.1	32.1	31.8	68.2
**% of Male	37.2	21.7	37.3	68.2
Mother	34.5	49.1	55.4	13.6
**% of Female	62.8	78.3	61.8	31.8
Neither	17.7	17.9	31.8	18.2

**Sex Composition each sample sub-group

Observations:

Though mostly female, group one graduating seniors stated a temperamental similarity with their father. The early finishers of group three, who were 78 percent female, reported they were most like their mothers. Perhaps even more notable is the highest percentage reported (31.8) of resemblance to neither parent was by group three withdrawing students.

The subjective nature of this question makes interpretation of these results very hypothetical. It is conceivable that successful college completion for students in groups one and two was facilitated by favorable identification with either parental figure. For students in group three who withdrew from school, perhaps the lack of an influential parental referent figure undermined their academic motivation. It will be interesting to see if any support for this hypothesis is forthcoming from the personality investigation conducted in the next report.

B. Political and Social Opinion

1. Presidential Candidates Table 13

	1. Sr.	2. < 4	3. W > C	4. W < C
Richard Nixon	9.9	14.2	10.0	13.6
Hubert Humphrey	2.7	3.8	0.9	13.6
Edward Kennedy	29.7	29.2	39.1	36.4
Edwin Muskie	10.6	10.4	8.2	4.5
George Wallace	7.5	7.5	8.2	9.1
Ronald Reagar	3.8	2.8	4.5	---
Gerald Ford	12.3	13.2	4.5	4.5
John Lindsey	4.1	3.8	8.2	9.1
Nelson Rockefeller	4.4	3.8	0.9	---
Other	15.0	11.3	15.5	9.1

Observations:

Edward Kennedy received the greatest percentage of votes in all four student sub-groups. Groups three (W > C) and four (W < C) showed percentages for Kennedy almost 10 points higher than the first two groups. Some divergence of opinion between groups was evident in the preference for Gerald Ford. Groups one (Sr.) and two (< 4) were almost three times as likely to select Ford as groups three and four. Further detail to the pattern of between group differences is provided by the results of following items.

2. Political Party Preference Table 14

	1. Sr.	2. < 4	3. W > C	4. W < C
Democratic	48.8	42.5	53.6	63.6
Republican	28.0	37.7	16.4	18.2
Independent	20.5	16.0	22.7	9.1
Other	2.7	3.8	7.3	9.1

Observations:

Group four's (W < C) marked Democratic party selection (63.6) is not unexpected because of the male predominance (68.2) in this group. Previous investigation has indicated that Democratic party preference is higher among

male undergraduates.[6] This very fact makes the differences between groups two (< 4) and three (W > C) more revealing.

Group three (W > C) with a high female representation (61.8) still had over half its group select the Democratic party (53.6). This same group showed the least preference for Republican identification (16.4) and greatest selection of Independent (22.7) and Other (7.3) labels.

In comparison to group three (W > C), group two (< 4) exhibits a more conservative Republican stance. Group two displayed the lowest Democratic percentage (42.5) and the highest Republican choice (37.7) of all four sub-groups.

3. Agreement with Parents Political Views Table 15

	1. Sr.	2. < 4	3. W > C	4. W < C
In Perfect Agreement	0.3	2.8	1.8	---
Mostly in Agreement	47.8	53.8	40.0	45.5
Can't Say Either Way	38.9	31.1	38.2	36.4
Mostly in Disagreement	12.3	10.4	16.4	18.2
In Complete Disagreement	0.7	1.9	3.6	---

Observations:

The previous item results showed a marked difference between the "Liberal" - Democratic preference of group three (W > C) and the "Conservative"-Republican voting of group two (< 4). There is a more likely Republican party affiliation in the homes from which the college draws its students. In Table 15, group two (< 4) showed a greater tendency to be more in agreement with a Republican view. Group three (W > C), as would be expected from its previous Democratic party selection, exhibited a general tendency to be more in disagreement with their parents' political views. The philosophic differences between sub-groups two and three are supported by the results from the next item.

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[6] See report no. 6, CCS series, p. 8.

4. Self-Labeled Political Philosophy Table 16

	1. Sr.	2. < 4	3. W > C	4. W < C
Intensely Liberal	4.1	1.9	8.2	---
Liberal	34.1	29.2	39.1	40.9
Middle of the Road	52.2	43.4	36.4	40.9
Conservative	9.6	24.5	14.5	18.2
Intensely Conservative	---	0.9	0.9	---

Observations:

Group differences in Table 16 are dramatically clear. Group two (< 4) had the highest percentage (24.5) of Conservative self-labeling. "Intensely Liberal" designations were most likely taken by group three (W > C) respondents. Both group three and group four (W < C) shared the highest preference for the "Liberal" category. "Middle of the Road" was far and away the most frequently chosen position for group one's graduating "on time" seniors. The Liberal - Conservative philosophic dimension proved an effective discriminator between the four student sub-groups.

C. Drug Related Issues

1. Legislation Banning Marijuana Table 17

	1. Sr.	2. < 4	3. W > C	4. W < C
Law Should Punish Everyone	23.2	28.3	23.6	36.4
Law Should Punish Sellers or "Pushers" Not Users	24.2	35.8	19.1	9.1
Use of Marijuana is a Personal Matter Not Subject to Regulation by Laws	52.2	35.8	57.3	54.5

Observations:

Group two (< 4) produced the most noticeable trend in Table 17 by taking the most restrictive stance on marijuana usage of any sub-group. The previously self-labeled "Conservative" - "Republicans" in group two were far less likely (about 20 percent below the other three sub-groups) to agree that marijuana use

was "a personal matter not subject to regulation by laws." Group two's stronger support for restrictive legislation was also apparent when question focused upon the use of so-called "hard-drugs."

2. Marijuana Use Table 18

	1. Sr.	2. < 4	3. W > C	4. W < C
Never Approached or Considered Using It	40.6	57.5	40.0	27.3
Tempted, But Never Used It	14.3	16.0	13.6	13.6
Total Non-Use	54.9	73.5	53.6	40.9
Have Used It A Few Times (1-10 times a year)	26.6	19.8	13.6	22.7
Have Used It Once or Twice a Month	5.8	1.9	6.4	4.5
Have Used it Once or Twice a Week	6.1	3.8	10.9	22.7
Have Used It on a Daily Basis	6.5	0.9	15.5	9.1
Total Use	45.0	26.4	46.4	59.0

Observations:

The differing levels of marijuana use among the four sub-groups can be seen as paralleling their self-labeled political philosophies. Group two (< 4) the most "Conservative" reported the lowest rate of marijuana use (26.5). The results for group one's "Middle of the Road" graduating seniors were a 45.0 rate of use. Although the more "Liberal" group three (W > C) had roughly the same percentage use rate as group one, the former group showed consistently larger percentages in the higher categories of monthly, weekly, and daily usage. The highest consistent rates of reported marijuana use were reported by group four (W < C) members who were also somewhat "Liberal" - "Democratic" in their descriptive self-labels.

3. "Hard" Drug Use

Table 19

Personal Experience With the Use of Pep Pills, Goof Balls, and Amphetamines

	1. Sr.	2. < 4	3. W > C	4. W < C
Never Approached or Considered Using It	77.1	89.6	69.1	50.0
Tempted, But Never Used It	8.9	3.8	0.9	18.2
Total Non-Use	86.0	93.4	70.0	68.2
Have Used It a Few Times (1-10 times a year)	11.3	4.7	18.2	22.7
Have Used It Once or Twice a Month	1.0	1.9	5.5	---
Have Used It Once or Twice a Week	1.0	---	1.8	4.5
Have Used It on a Daily Basis	0.7	---	4.5	4.5
Total Use	14.0	6.6	30.0	31.7

Table 20

Personal Experience with the Use of L.S.D. or "Speed"

	1. Sr.	2. < 4	3. W > C	4. W < C
Never Approached or Considered Using It	84.0	93.4	74.5	81.8
Tempted, But Never Used It	5.5	3.8	2.7	9.1
Total Non-Use	89.5	97.2	77.2	90.9
Have Used It a Few Times (1-10 times a year)	9.2	2.8	15.5	4.5
Have Used It Once or Twice a Month	1.4	---	2.7	---
Have Used It Once or Twice a Week	---	---	1.8	4.5
Have Used It On a Daily Basis	---	---	2.7	---
Total Use	10.6	2.8	22.7	9.0

Table 21

Personal Experience With the Use of Heroin

	1. Sr.	2. < 4	3. W > C	4. W < C
Never Approached or Considered Using It	97.3	98.1	90.9	90.9
Tempted, But Never Used It	2.4	1.9	5.5	4.5
Total Non-Use	99.7	100.0	96.4	95.4
Have Used It a Few Times (1-10 times a year)	0.3	---	1.8	4.5
Have Used It Once or Twice a Month	---	---	0.9	---
Have Used It Once or Twice a Week	---	---	---	---
Have Used It On a Daily Basis	---	---	0.9	---
Total Use	0.3	0.0	3.6	4.5

Observations:

The findings in this section further support the previously indicated relationship between self-labeled political philosophy and drug use behavior. Specifically, the Conservative-Liberal political continuum predicts the likely incidence of "harder" drug use among the sub-groups. The lowest rate of drug use was found in the conservatively dominated members of group two (< 4). The next higher level of drug use was reported by group one (Sr.) who largely occupied a "Middle-of-the-Road" position on the political spectrum. Groups three (W > C) and four (W < C) the most "Liberal" in self-identification had the consistently highest rates of reported use for any drug examined.

4. Use of Alcohol Table 22

	1. Sr.	2. < 4	3. W > C	4. W < C
I do not drink	10.9	12.3	7.3	4.5
I drink sometimes, socially	59.7	74.5	65.5	59.1
I enjoy drinking and drink quite frequently	28.3	11.3	25.5	31.8
I am frequently intoxicated at parties and at home	1.0	1.9	0.9	4.5
I am highly dependent on liquor	---	---	0.9	---
Total Use	89.0	87.7	92.8	95.4

Observations:

The findings for this question are significant in that all four sub-groups report fairly high levels of total use. The majority of use in all groups occurs in the "social drinking" category. It should be noted that just eight percentage points separates the lowest reported use of group two (87.7) and the highest rate of group four (95.4). Despite this narrow range, the sub-groups still fall into the "Conservative-Liberal" ordering previously discussed. Group one's "Middle of the Road" position (89.0) falls between the lower rate of group two and the higher usage reported by the more "Liberal" groups three and four.

IV. SUMMARY HIGHLIGHTS OF FINDINGS

A. Socio-Economic Background

1. Sex Distributions

More female students tended to be among those finishing "early", while males more frequently withdrew with unsatisfactory grades. (Table 1, page 3.)

2. Curriculum

Greater numbers of Elementary Education majors finished early. Arts and Science majors most frequently withdrew from college with satisfactory grades. There is an indication that Business Administration majors were more likely to withdraw from school with unsatisfactory grades. (Table 2, page 4.)

3. Median Family Income

In comparison to the other student sub-groups, early finishing students tended to be drawn from families of lower median income. Students withdrawing from school with satisfactory and unsatisfactory grade averages reported median family incomes slightly lower than those reported by seniors graduating on time. (Table 3, page 5.)

4. Parents' Education

Students who withdrew from school with satisfactory grades ("C" average or better) were more likely to have parents who were college educated. (Tables 4 and 5, page 6.)

5. College Board Scores

Students withdrawing with satisfactory grade averages had consistently higher levels of college board scores than any other sub-group examined. (Table 6, page 7.)

6. Area Where Raised

Early finishing students had some tendency to be raised in rural and farm areas while withdrawing students had noticeable percentages from large and moderately large urban areas. (Table 7, page 8.)

7. High School Rank and Grade Point Average

Students withdrawing with satisfactory grades reported lower high school grade point averages and class rankings than early finishing students and seniors graduating "on time." (Tables 8 and 9, page 9.)

8. Moves in Home Residence

Withdrawing students reported more frequent moves in their home residences than other student sub-groups. (Table 10, page 10.)

9. Parent Resembled in Temperament

Although predominantly female in composition, the highest percentage of the seniors graduating on time thought they resembled their fathers in temperament. The highest percentage of early completers stated they were more like their mothers. Almost one-third of the students withdrawing with satisfactory grades reported they resembled neither parent in temperament. (Table 12, page 11.)

B. Political and Social Opinion

10. Presidential Vote

Edward Kennedy was the highest consistent presidential vote getter in all sub-group choices. (Table 13, page 12.)

11. Political Party Affiliation

Withdrawing students showed a greater preference for Democratic party self-labels. Early finishing students had the highest percentage of Republican party selections. (Table 14, page 12.)

12. Agreement With Parents' Political Views

Early finishing students were more likely to be in agreement with their parents' political views. Withdrawing students were more frequently in disagreement with the political point of view of their parents. (Table 15, page 13.)

13. Political Philosophy

In self-labeled political philosophy, graduating "on time" seniors most frequently chose the "Middle-of-the-Road" identification. The highest "Conservative" percentage was reported by the early finishing students. Withdrawing students were more likely to select "Liberal" self-labels. (Table 16, page 14.)

C. Drug Related Issues

14. Drug Use

The "Conservative", "Middle-of-the-Road," and "Liberal" political self-labels seemed predictive of drug use behavior. The lowest drug use rates came from "Conservative" self-described students and the higher reported use from the more "liberally" identified students. (Tables 18-22, pages 15-17.)

V. IMPLICATIONS

1. If the present trends in enrollment continue, Business Administration and Arts and Science majors will increase in numbers compared to Education majors. In effect, this could mean more students will leave school before finishing their studies. The annual totals of withdrawing students should be reviewed from 1970 and continually examined to determine if there has been any noticeable increase in this figure. It could well be that in the near future resources of this institution should be shifted towards greater efforts to retain these students in school. If student withdrawals do increase to a point of serious concern, administration, faculty, and students might cooperatively brainstorm solutions to this problem.

To instigate further discussion of this issue the following ideas are offered for consideration:

A. A pocket study could be commissioned which would focus upon withdrawing students and their candid reasons for departure. What programs attracted the better students to other schools? How much influence did financial need have upon their decision to leave? What resource or experience could be provided by the college that would influence these students to remain and graduate?

B. The author's recent discussion with his Psychology Department colleague, Dr. George Kaluger, has suggested that constructive action might be taken with those withdrawing students whose college board scores were far superior to their actual high school rank and grade point average. There is a real possibility that some of these unsuccessful students might be functionally learning disabled. They might be using undetected but self-defeating reading and study habits that do not let them come close to their true classroom potential. For these students a program of voluntary screening exams and instructional clinics might be a highly worthwhile step to consider.

C. Permanent student-faculty advising teams might also be a constructive approach to helping these high potential/low performance students. Up to 15 of these identified students might be assigned to one faculty or counselor advisor on a permanent basis. The advisor's responsibilities would consist of identifying the academic, personal, or career counseling needs of his advisees. The team could meet monthly as well as individually with their advisor and could well

become a social as well as an academic supportive structure to each student. The counseling team would be a more personal and closer monitor of these students' needs through their four years of college. If this concept is successful on this small scale, it just might be worth considering for all students as an alternative to the present advising system.

2. The study indicates continued monitoring of student drug use and socio-economic background is called for. In addition to freshmen studies every three years, it might be valuable to conduct a cross-sectional study of all current undergraduates. A stratified sample of freshmen through senior students might reveal current trends that would be undetected in a longitudinal study focusing on the changes in one class over time.
3. The lower parental median income reported for early finishing and withdrawing students is a matter for specific attention. The Commonwealth's intention to raise tuition and fees throughout the state college system may be a serious impediment for children from these lower income families who wish to obtain or complete a college education.
4. One final point is more speculative in nature. The increasing numbers of more "Liberal" males on campus and decreasing numbers of "Conservative" female Education majors may produce long-term significant changes in traditional campus life. As a previous CCS report concluded, ". . . In the classroom interaction, sporting events, and dorms, more questioning, assertive students will be evident. The impact of their presance is just beginning to be felt."[7]

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[7]See report no. 6, CCS series, page 21.

In view of the significant changes occurring within our undergraduate population, the time for a thorough re-examination of student-related perceptions may be drawing near. The following are just some of the areas that might be influenced by the changing makeup of our student body: student behavior in dorms, classroom, and their treatment of property and each other; the assumptions faculty, counselors, and administrators make about the "reasons" for student behavior and "traditional" student attitudes; and, the allocation of scarce educational resources to instructional and remedial programs.

The principle concern and thrust of these studies is to make this institution sensitive to where our students are and not where they have been. Effective academic and administrative decisions are based upon realistic attitudes and conceptions about our student body. In view of the tremors of change moving through the state college system today, such knowledge seems indispensable.

CENTENNIAL CLASS SURVEY REPORTS

1. Aberman, Hugh M. A Comprehensive Freshmen Survey of Shippensburg State College - Part I - Current Issues Survey, Psychology Department, Shippensburg State College, 1972.

2. Aberman, Hugh M. A Comprehensive Freshmen Survey of Shippensburg State College - Part II - Socio-Economic Survey, Psychology Department, Shippensburg State College, 1972.

3. Aberman, Hugh M. A Comprehensive Freshmen Survey of Shippensburg State College - Part III - The Runner Study, Psychology Department, Shippensburg State College, 1972.

4. Aberman, Hugh M. Centennial Class Survey, - Sophomore Year Re-test - Part I - Socio-Economic Survey, Psychology Department, Shippensburg State College, 1973.

5. Aberman, Hugh M. Centennial Class Survey - Sophomore Year Re-test - Part II - The Runner Study, Psychology Department, Shippensburg State College, 1974.

6. Aberman, Hugh M. Centennial Class Survey Four Year Trends - Part I - Socio-Economic Survey, Psychology Department, Shippensburg State College, 1975.

7. Aberman, Hugh M. Centennial Class Survey Four Year Trends - Part II - The Runner Study, Psychology Department, Shippensburg State College, 1975.